DOCUMENT RESUME

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ABSTRACT

The annotated bibliography on Emotionally Disturbed--Educational Programs contains approximately 75 abstracts and associated indexing information for documents or journal articles published from 1950 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (PM)

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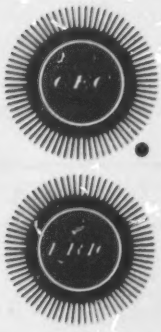

Emotionally Disturbed—Educational Programs

A Selective Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 618

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to The Council for Exceptional Children for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either The Council for Exceptional Children or the National Institute of Education.

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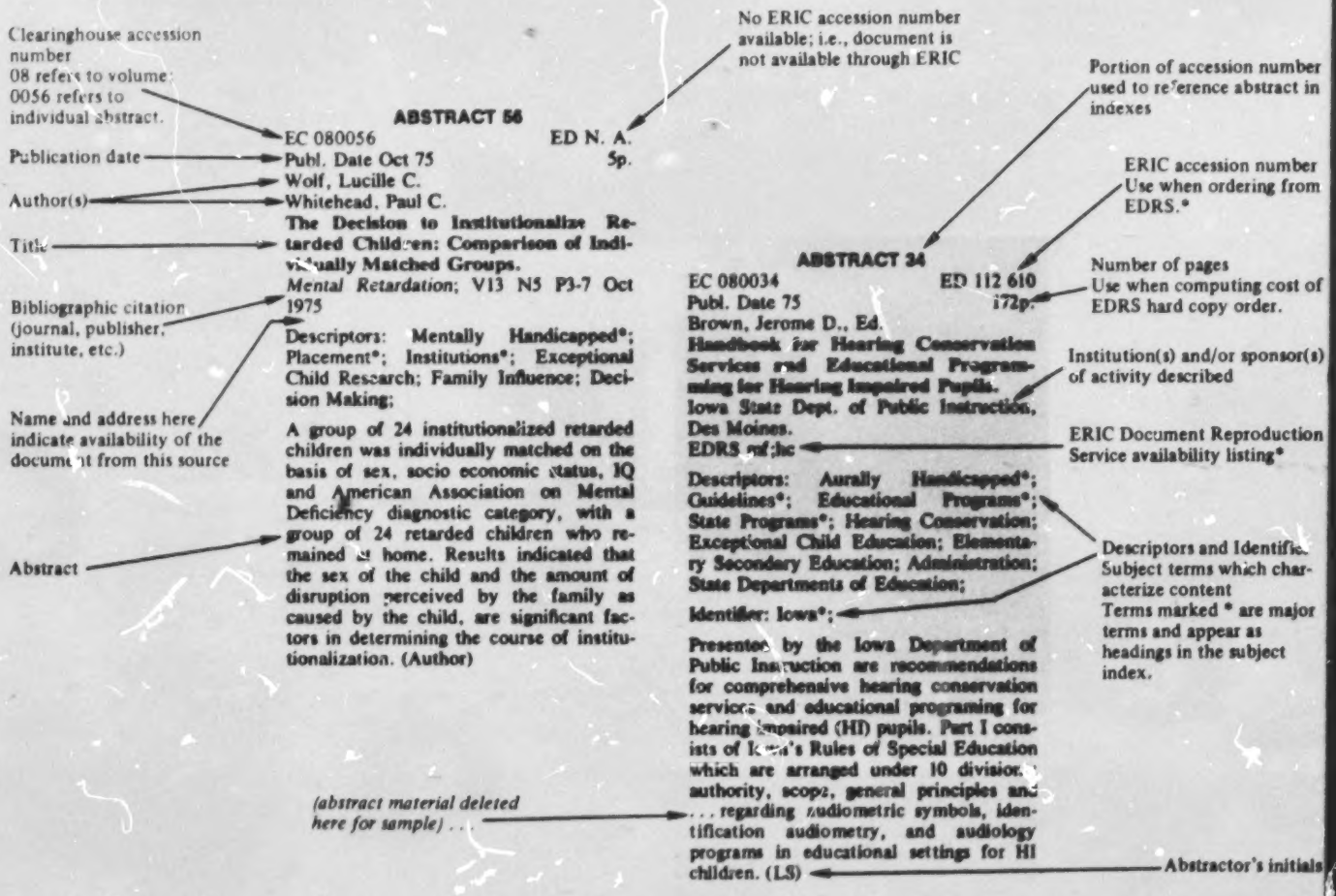
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ABSTRACT 56
EC 080056
ED N. A.
5p.
Publication date
Publ. Date Oct 75
Author(s)
Wolf, Lucille C.
Whitehead, Paul C.
Title
The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
Bibliographic citation (journal, publisher, institute, etc.)
Mental Retardation; V13 N5 P3-7 Oct 1975
Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;
Name and address here indicate availability of the document from this source
Abstract
A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)
ERIC accession number
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ABSTRACT 34
EC 080034
ED 112 610
Publ. Date 75
172p.
Number of pages
Use when computing cost of EDRS hard copy order.
Brown, Jerome D., Ed.
Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.
Institution(s) and/or sponsor(s) of activity described
Iowa State Dept. of Public Instruction, Des Moines.
EDRS mf;hc
ERIC Document Reproduction Service availability listing*
Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;
Identifier: Iowa*;
Descriptors and Identifiers
Subject terms which characterize content
Terms marked * are major terms and appear as headings in the subject index.
Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programing for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and . . . regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)
(abstract material deleted here for sample) . . .
Abstractor's initials

CEC Information Center Journal Collection

The CEC Information Center regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Abstracts (ECEA)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current May 1976) is *representative* of journals currently received.

*Academic Therapy, 1539 Fourth Street, San Rafael, California 94901

ACTA Symbolica, University of Akron, Akron, Ohio 44304

Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577

*American Annals of the Deaf, 5034 Wiscon-
**sin Avenue NW, Washington DC 20016

American Education, 400 Maryland Avenue SW, Washington DC 20202

American Educational Research Journal, 1126 16th Street NW, Washington DC 20036

American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015

American Foundation for the Blind Research Bulletin, 15 West 16th Street, New York, New York 10011

**American Journal of Diseases of Children, 535 North Dearborn Street, Chicago, Illinois 60610

*American Journal of Mental Deficiency, 49
**Sheridan Avenue, Albany, New York 12210

American Journal of Nursing, 10 Columbus Circle, New York, New York 10019

**American Journal of Occupational Therapy, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

*American Journal of Orthopsychiatry, 1790
**Broadway, New York, New York 10019

Archives of Otolaryngology, 535 North Dearborn Street, Chicago, Illinois 60610.

Arithmetic Teacher, 1201 16th Street NW, Washington DC 20036

ASHA, 9030 Old Georgetown Road, Washington DC 20014

Audecibel, 24261 Grand River Avenue, Detroit, Michigan 48219

Auditory & Hearing Education, 15300 Ventura Boulevard, Suite 301, Sherman Oaks, California 91403

Audiovisual Instruction, 1201 16th Street NW, Washington, DC 20036

Australian Children Limited, Box 91, Brighton 5048, South Australia

*Australian Journal of Mental Retardation,
**P.O. Box 255, Carlton, South Victoria 3053, Australia

AVISO, Newark State College, Union, New Jersey 07083

**Behavior Therapy, 111 Fifth Avenue, New York, New York 10003

Behavior Today, Ziff-Davis Publishing Co., 1156 15th Street NW, Washington DC 20036

Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401

British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4 AT, Scotland

British Journal of Mental Subnormality, Monyhull Hospital, Birmingham B30 3QB, England

British Journal of Physical Education, Ling House, 10 Nottingham Place, London WIM 4 AX, England

Bulletin of the Orton Society, 8415 Bellona Lane, Suite 204, Towson, Maryland 20402

Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402

*Bureau Memorandum, 126 Langdon Street, Madison, Wisconsin 53702

CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada

Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401

Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025

Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637

**Child Psychiatry & Human Development, 2852 Broadway, Morningside Heights, New York 10025

Child Welfare, 67 Irving Place, New York, New York 10003

Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016

Children Today, US Government Printing Office, Washington DC 20402

Children's House, Box 111, Caldwell, New Jersey 07006

Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631

Communication Education (formerly Speech Teacher) Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

Day Care & Early Education, 2852 Broadway, New York, New York 10025

Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226

Deficience Mentale/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada

Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England

Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333

DSH Abstracts, Gallaudet College, Washington, DC 20002

Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England

*Education and Training of the Mentally
**Retarded, 1920 Association Drive, Reston, Virginia 22091

Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107

*Education of the Visually Handicapped, 919 Walnut St. Fourth Floor, Philadelphia, Pennsylvania 19107

Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708

Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820

Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401

Educational Leadership, 1201 16th Street NW, Washington DC 20036

Educational Researcher, 1126 16th Street NW, Washington DC 20036

Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637

English Journal, 1111 Kenyon Road, Urbana, Illinois 61801

*Exceptional Children, 1920 Association
**Drive, Reston, Virginia 22091

*Exceptional Parent, 264 Beacon Street, Boston, Massachusetts 02116

Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada

Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222

*Gifted Child Quarterly, 8080 Springvalley Drive, Cincinnati, Ohio 45236

Harvard Educational Review, 23 South Main Street, Uxbridge, Massachusetts 02138

Hearing, 105 Gower Street, London WCIE 6AH, England

*Hearing & Speech Action, 814 Thayer Avenue, Silver Spring, Maryland 20910

Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010

Human Behavior, PO Box 2810, Boulder, Colorado 80302

Humanist, 923 Kensington Ave., Buffalo, New York 14215

Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621

Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306

Instructor, PO Box 6099, Duluth, Minnesota 55806

Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016

International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland

International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland

International Rehabilitation Review, 219 East 44th Street, New York, New York 10017

Involvement, PO Box 460, Oak Ridges, Ontario, Canada

*denotes journals monitored for CIJE.

**denotes copyrighted journals for which ECEA has been granted permission to use author abstracts.

Journal for Special Educators of the Mentally Retarded, 171, Center Conway, New Hampshire 03813

*Journal of Abnormal Child Psychology, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Abnormal Psychology, 1200 17th Street NW, Washington DC 20036

*Journal of Applied Behavior Analysis, **University of Kansas, Lawrence, Kansas 66044

Journal of Applied Rehabilitation Counseling, 1522 K Street NW, Washington DC 20005

Journal of Association for Study of Perception, PO Box 744, De Kalb, Illinois 60115

*Journal of Autism & Childhood Schizophrenia, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

Journal of Child Psychology & Psychiatry, Pergamon Press, Elmsford, New York 10523

Journal of Clinical Child Psychology, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

Journal of Communication Disorders, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014

Journal of Community Health, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

**Journal of Consulting & Clinical Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Creative Behavior, 1300 Elmwood Avenue, Buffalo, New York 14222

Journal of Developmental Disabilities, PO Box 8470, Gentilly Station. New Orleans, Louisiana 70182

Journal of Education, Department of Education, Halifax, Nova Scotia

**Journal of Educational Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Educational Research, Box 1605, Madison, Wisconsin 53701

Journal of General Education, 215 Wagner Building, University Park, Pennsylvania 16802

*Journal of Learning Disabilities, 5 North **Wabash Avenue, Chicago, Illinois 60602

Journal of Marriage & the Family 1219 University Avenue SE, Minneapolis, Minnesota 55414

*Journal of Mental Deficiency Research, 86 Newman Street, London WIP 4 AR, England

Journal of Music Therapy. Box 610, Lawrence, Kansas 66044

Journal of Negro Education, Howard University, Washington DC 20001

**Journal of Nervous & Mental Disease, 428 East Preston Street, Baltimore, Maryland 21201

*Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

**Journal of Personality Assessment, 1070 East Angeleno Avenue, Burbank, California 91501

Journal of Reading, 6 Tyre Avenue, Newark, Delaware 19711

Journal of Rehabilitation, 1522 K Street NW, Washington DC 20005

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of School Health, American School Health Association, Kent, Ohio 44240

**Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

*Journal of Special Education, Grune and **Stratton, 111 Fifth Avenue, New York, New York 10003

*Journal of Speech & Hearing Disorders, 9030 Old Georgetown Road, Washington, DC 20014

*Journal of Speech & Hearing Research, **9030 Old Georgetown Road, Washington DC 20014

Journal of Teacher Education, One Dupont Circle, Washington DC 20036

*Language Speech & Hearing Services in Schools, 9030 Old Georgetown Road, Washington DC 20014

Lantern, Perkins School for the Blind, Watertown, Massachusetts 02172

Learning, 530 University Avenue, Palo Alto, California 94301

Mathematics Teacher, 1906 Association Drive, Reston, Virginia 22091

*Mental Retardation, 5201 Connecticut Ave-**nue NW, Washington DC 20015

Merrill Palmer Quarterly, 71 East Ferry Avenue, Detroit, Michigan 48202

Momentum, 350, One Dupont Circle, Washington DC 20036

Music Educators Journal, 1902 Association Drive, Reston, Virginia 22091

NASSP Bulletin, 1904 Association Drive, Reston, Virginia 22091

National Elementary Principal, 1801 North Moore Street, Arlington, Virginia 22209

The New Beacon, 224 Great Portland Street, London WIN/AA, England

*New Outlook for the Blind, 15 West 16th Street, New York, New York 10011

Notre Dame Journal of Education, PO Box 686, Notre Dame, Indiana 46556

Nursing Outlook. 10 Columbus Circle, New York, New York 10019

Optometric Weekly, 5 North Wabash Avenue, Chicago, Illinois 60602

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Peabody Journal of Education, George Peabody College for Teachers, Nashville, Tennessee 37203

*Pediatrics, PO Box 1034 Evanston, Illinois **60204

Personnel & Guidance Journal, 1607 New Hampshire Avenue NW, Washington DC 20009

Phi Delta Kappan, 8th & Union Streets, Bloomington, Indiana 47401

**Physical Therapy, 1156 15th Street NW, Washington DC 22005

Pointer, PO Box 131, University Station, Syracuse, New York 13210

Psychology in the Schools, 4 Conant Square, Brandon, Vermont 05733

Psychology Today, PO Box 2990, Boulder, Colorado 80302

Quarterly Journal of Speech, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

**Reading Research Quarterly, 6 Tyre Avenue, Newark. Delaware 19711

Reading Teacher, 6 Tyre Avenue, Newark, Delaware 19711

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto Ontario M5E 1E8, Canada

Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Missouri 63108

*Rehabilitation Literature, 2023 West Ogden **Avenue, Chicago, Illinois 60612

Rehabilitation Teacher, 88 St. Stephen Street, Boston, Massachusetts 02115

Remedial Education, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia

Review of Educational Research, 1126 16th Street NW, Washington, DC 20036

Scandinavian Journal of Rehabilitation Medicine, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden

Schizophrenia Bulletin, 5600 Fishers Lane, Rockville, Maryland 20852

School Media Quarterly, 1201-1205 Bluff Street, Fulton, Missouri 65251

*Sight Saving Review, 79 Madison Avenue, New York, New York 10016

Sign Language Studies, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901

*Slow Learning Child, St. Lucia, Brisbane 4067, Australia

**Social Work, 49 Sheridan Avenue, Albany, New York 12210

Southern Journal of Educational Research, Box 107, Southern Station, Hattiesburg, Mississippi 39401

Special Children, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

*Special Education: Forward Trends, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

Special Education in Canada, Parkway V S, 1 Danforth Avenue, Toronto, Ontario, Canada

Speech Monographs, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Teacher, 22 West Putnam Avenue, Greenwich, Connecticut 06830

Teacher of the Blind, Royal School for the Blind, Church Road North, Wavertree, Liverpool L156TQ, England

Teacher of the Deaf, 50 Topsham Road Exeter EX2 4NF, England

Teachers College Record, 525 West 120th Street, New York, New York 10027

**TEACHING Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Volta Review, 3417 Volta Place NW, Wash-**ington, DC 20007

Young Children, 1384 Connecticut Avenue NW, Washington, DC 20009

ABSTRACT 290

EC 000 944 ED 017 096
Publ. Date 67
Berkowitz, Pearl H.; Rothman, Esther P.
Public Education for Disturbed Children in New York City, Application and Theory.
EDRS Price 0

Descriptors: exceptional child education; emotionally disturbed; schizophrenia; educational programs; day schools; hospital schools; corrective institutions; psychiatric hospitals; schools; teacher role; institutional schools; public schools; case studies (education); counseling; special programs; special services; neglected children; dependents; admission criteria; research needs; records (forms); mental illness; educational theories; school environment; school organization; therapeutic environment; vocational education; reading difficulty

Concerned with public education for disturbed children, various authors discuss programs of the New York City public school system and present some theoretical formulations. Programs considered are (1) Educating Disturbed Children in New York City--An Historical Overview by Pearl H. Berkowitz and Esther P. Rothman, (2) These Are Our Children by the same authors, (3) The Livingston School--A Day School for Disturbed Children by Esther P. Rothman, (4) Day School for Disturbed Boys by Albert Budnick and Joseph Andreacchi, (5) The Bellevue Psychiatric Hospital School by Wanda G. Wright, (6) Growth and Development of Education in a Detention Setting by William P. Dorney, (7) The Prison School by Mortimer Kreuter, (8) Educational Planning for Neglected and Dependent Children by Bernice M. Peebles, (9) Public Schools in Treatment Centers--An Evaluation by Pearl H. Berkowitz, (10) The Junior Guidance Classes Program by Louis Hay, (11) Clinical Services in Special Education Programs by Marvin N. Greenstein, and (12) Two Case Histories by Bobbie Landsman. Theoretical considerations include (1) A Conceptual Framework for the Development of Programs for Emotionally Disturbed Children by Eli M. Bower, (2) Bridging the Gap between Clinic and Classroom by Kay Field, (3) The Concept of Clinical Teaching by Esther P. Rothman and Pearl H. Berkowitz, (4) Some Aspects of Reading Disability by the same authors, and (5) The Clinical School--A Paradigm by the same authors. This document was published by Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703, and is available for $12.50. (JD)

ABSTRACT 563

EC 002 458 ED 023 205
Publ. Date 67 27p.
Klein, Genevieve, Ed.; And Others
COVERT (Children Offered Vital Educational Retraining and Therapy) Project. Yea
Tucson Public
Arizona Children's Home, Tucson;
Tucson Child Guidance Clinic, Arizona
EDRS mf, hc
P-972

Descriptors: exceptional child research; emotionally disturbed; program planning; behavior problems; educational therapy; play therapy; residential schools; special classes; day schools; regular class placement; tutorial programs; teachers; evaluation techniques; identification; administrative organization; program descriptions

Involving seven Tucson school districts, a children's home, and a child guidance clinic, the COVERT School (Children Offered Vital Educational Retraining and Therapy) was designed to initate, compare, and evaluate educational approaches to the problems of emotionally disturbed children. Six distinct approaches were implemented, including a residential school, a day school, special class programs, group approach combined with a tutorial program, a supportive teacher for children in regular classes, and recreational therapy for children in regular classes. Areas involved were identification of problem children, the teacher as team member, teacher evaluation and reporting, techniques to be demonstrated, pupil and project evaluations, teacher objectives and purposes, the teacher's professional role, classroom management, and means of teacher identification of individual problems to determine classroom procedures. The school's philosophy, location and physical plant, and organization (cooperation, coordination, admission and dismissal procedures, and implementation planning) are described. (RK)

ABSTRACT 892

EC 000 862 ED 016 324
Publ. Date 64 37p.
Vocational Rehabilitation in a Residential Treatment Center. Devereux Fiftieth Anniversary Monograph Series.
Devereux Foundation, Devon, Pennsylvania
EDRS not available

Descriptors: exceptional child education; vocational education; mentally handicapped; emotionally disturbed; vocational rehabilitation; residential centers; rehabilitation programs; vocational counseling; job training; family role; educational programs; rehabilitation centers; vocational training centers; Devereux Schools

The demonstration project in vocational rehabilitation at the Devereux Schools which is described explored a full-scale program for the development of vocational skills and job placement for emotionally disturbed and mentally handicapped adolescents. The organization of the program, which included services of a multidisciplinary staff of professionals, is reviewed; the program content is explained in terms of initial and vocational and clinical evaluation, classroom instruction, counseling services, job training, transitional living, employment opportunities, and followup evaluations. The role of the family in the program and the future development and expansion of the program are discussed. (JK)

ABSTRACT 1066

EC 002 534 ED 025 056
Publ. Date 64 148p.
Morse, William C. And Others
Public School Classes for the Emotionally Handicapped: A Research Analysis.
Council For Exceptional Children, Washington, D. C.
National Institute Of Mental Health (DHEW), Bethesda, Maryland
EDRS not available
The Council For Exceptional Children, NEA, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 ($2.50).

Descriptors: exceptional child research; emotionally disturbed; teaching methods; administration; public schools; special classes; classroom environment; clinical personnel (school); factor analysis; teaching methods; student participation; teacher participation; student characteristics; program evaluation; program descriptions; program design

The study identified themes running through special class programs for the emotionally handicapped, analyzed classroom procedures, and described the teachers' backgrounds, attitudes, and purposes and the students' perceptions of the programs. Initially, 117 public school programs for the emotionally handicapped were located and surveyed by mail; then 54 programs were selected for site visits. Areas surveyed were the origin and operation of the programs, general characteristics of pupils, and classroom conditions and operations. The following conclusions were drawn: pupils, teachers, and observers found positive change as a result of participation, and program types were shown related to changes; specific pattern and uniformity in approach were lacking; school personnel realized that their original program plans required extensive modification and that flexibility was needed; program types differed widely; programs maintained a school related focus; and clinical support and understanding were helpful. The major statistical findings and evaluation are provided. (BSV)

ABSTRACT 1192

EC 003 742 ED 027 681
Publ. Date 68 68p.
Gloss, Garvin G.
Experimental Programs for Emotionally Handicapped Children in Ohio.
Ohio State Department Of Education, Columbus, Division Of Special Education
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; state programs; administration; taxonomy; behavior problems; psychoeducational processes; behavior change; reinforcement; research reviews (publications); program development; demonstration programs; teaching methods; program

descriptions; research needs; legislation; records (forms); program proposals; Ohio

Experimental approaches with emotionally disturbed children in day care programs in Ohio public schools are described. A consideration of problems of identification and classification presents Quay's three dimensions of behavior, conduct disorders, inadequacy or immaturity, and personality, and lists types of behavior found in each. Seven kinds of programs for disturbed children are charted with their goals and structure; the psychoeducational approach is discussed; and behavior modification is explained utilizing research reviews and examples. The historical development of Ohio's day classes and the growth of the program from 1961 to 1967 are presented. Also presented are the level, number of units, program description, and person to contact for the 20 demonstration projects in operation, procedures for initiating research and demonstration projects, suggestions for research, and a 90-item bibliography. Appendixes provide state board of education standards for special classes, individual services, and home instruction, and application forms. (RP)

ABSTRACT 1984

EC 004 212 ED 031 026
Publ. Date Dec 67 97p.
Hewett, Frank M. And Others
The Santa Monica Project: Demonstration and Evaluation of an Engineered Classroom Design for Emotionally Disturbed Children in the Public School. Phase I-Elementary Level.
California University, Los Angeles, Graduate School Of Education;
Santa Monica Unified School District, California
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-4-7-062893-0377
BR-6-2893

Descriptors: exceptional child research; emotionally disturbed; behavior change; attention span; academic achievement; reinforcement; student evaluation; arithmetic; testing; teaching methods; program evaluation; rewards; behavior rating scales; class size; teacher aides; classroom design; scheduling; reading instruction; teacher role

To evaluate the effectiveness of an engineered classroom design, 54 educationally handicapped children were placed in six classrooms, each with a teacher and an aide. Each classroom was set up with three major centers: mastery-achievement, exploratory-social, and attention-response-order. Children were assigned tasks at centers in keeping with their individual problems and were awarded check marks every 15 minutes for behavior and work according to behavior modification principles. Achievement was tested three times over the year; daily task attention was recorded by two observers who clocked the number of seconds each child's eyes were on an assigned task during 5-minute samples taken five times daily. Children in the experimental classroom utilizing the engineered design enjoyed a 5 to 20% task attention advantage over children in the control classrooms not using the check mark system and all aspects of the design. Experimental classes which abruptly withdrew the design at mid-year showed no decrease in task attention, in fact they improved. While reading and spelling gains were not significantly different between experimental and control conditions, gains in arithmetic fundamentals were significantly correlated with the presence of the engineered design. (Author/RJ)

ABSTRACT 182

EC 004 198 ED 031 850
Publ. Date 15 Mar 69 107p.
An Exemplary Program of Special Education for Handicapped Children and Demonstration Centers of Special Education. Evaluation: Project Adjustment, Title III, E.S.E.A.
Marion Community Unit School District 2, Illinois
EDRS mf,hc

Descriptors: exceptional child services; emotionally disturbed; program evaluation; psychoeducational clinics; special classes; case studies (education); identification; psychological evaluation; clinical diagnosis; inservice teacher education; recruitment; professional personnel; dropout prevention; communication (thought transfer); statistical data; demonstration centers; professional services; Project Adjustment

Ten objectives determined to meet the needs of emotionally disturbed children and incorporated into Project Adjustment are described and evaluated. Case studies, reports, graphs, and records illustrate the success or failure of the following objectives: provision of special education for more students; individual diagnosis and placement; inservice programs for local staffs; increased number of clinic staff; provision of professional staff on a countrywide basis; reduction of student drop-outs; development of a system of communications for the demonstration center; development of procedures for adequate screening; provision of a demonstration for the southern area of the state; and provision of a special demonstration class of maladjusted children at Southern Illinois University. (RJ)

ABSTRACT 286

EC 003 857 ED N.A.
Publ. Date May 69 9p.
Weinstein, Laura
Project Re-Ed Schools for Emotionally Disturbed Children: Effectiveness as Viewed by Referring Agencies, Parents, and Teachers.
EDRS not available
Exceptional Children; V35 N9 P703-11 May 1969

Descriptors: exceptional child research; emotionally disturbed; educational therapy; residential schools; behavior change; program evaluation; parent attitudes; student adjustment; academic achievement; behavior rating scales; teacher attitudes; Project Re-Ed

The home and school adjustment of children who entered two Re-Ed schools for emotionally disturbed children were studied before and after the Re-Ed intervention. The schools offered a short term residential program for school age, preadolescent children, who were too disturbed or disturbing to be maintained at home or in a regular school, but who did not require hospitalization. Three scales were developed to measure dimensions of particular interest: the Symptom Checklist of problem behaviors; the Social Maturity Scale adapted from the Vineland; and the Semantic Differential of the child as described and as desired by the parent. According to their parents, after Re-Ed the children displayed fewer symptoms, were more socially competent, were more relaxed, and were less aggressive and more dominant than they had been. Their teachers saw them as being less disruptive in class, working harder, being more able to face new or difficult situations, and having better relationships with their classmates. Improvement in academic adequacy was significant for children from one of the two schools; they showed a substantial increase in rate of acquisition of academic skills after Re-Ed, but they were not up to age or grade norms. (Author/LE)

ABSTRACT 967

EC 004 610 ED 033 507
Publ. Date 69 240p.
Trieschman, Albert E. And Others
The Other 23 Hours.
EDRS not available
Aldine Publishing Company, 320 West Adams Street, Chicago, Illinois 60606 ($7.00).

Descriptors: exceptional child services; emotionally disturbed; residential centers; therapeutic environment; interpersonal relationship; behavior patterns; observation; activities; case records; child care workers; behavior change

Nine papers by Albert E. Trieschman, Larry K. Brendtro, and James K. Whittaker consider management of emotionally disturbed children in residential centers. Topics treated include understanding the nature of a therapeutic milieu, establishing relationship beachheads, understanding the stages of a typical temper tantrum, observing and recording children's behavior, and avoiding some of the roadblocks to therapeutic management. In addition, suggestions are made for program activities and for managing wake-up, mealtime, and bedtime behavior. (JD)

ABSTRACT 1198

EC 005 124 ED 026 292
Publ. Date (66) 93p.
Edelmann, Anne M.
A Pilot Study in Exploring the Use of Mental Health Consultants to Teachers of Socially and Emotionally Maladjusted Pupils in Regular Classes.
Mental Health Association Of Southeast Pennsylvania, Philadelphia;
Philadelphia Public Schools, Pennsylvania

Mental Health Association Of Southeast Pennsylvania, Philadelphia;
Philadelphia Public Schools, Pennsylvania;
Samuel S. Fels Fund, Philadelphia, Pennsylvania
EDRS mf,hc

Descriptors: exceptional child research; behavior change; change agents; changing attitudes; consultation programs; educational experiments; emotionally disturbed; mental health programs; pilot projects; questionnaires; regular class placement; socially maladjusted; teacher education; disadvantaged youth; Pennsylvania; Philadelphia Public School System

A pilot study exploring the use of mental health consultants to teachers of socially and emotionally maladjusted pupils in regular classes was conducted to help teachers cope with these children and facilitate successful learning experiences for them, enable teachers to be more effective with all children, understand effects of curriculum and teaching methods on children, and develop further methods for understanding and teaching both the advantaged and the disadvantaged. Advantaged and disadvantaged schools were selected; one of each was a control school while the other six were experimental schools. Involved were 59 teachers and over 2,000 children. Six mental health consultants, assigned one to each experimental school, met with the same group of teachers weekly and were available for individual conferences. Pre- and postquestionnaires were administered to every teacher and child in the eight schools. Each consultant kept a log of the 15 weekly sessions, consultations, and classroom visits. Results indicated that in the control schools, where there were no consultants, only negative behavioral and attitudinal changes occurred, and that to the extent that consultants and teachers together clearly defined the goals of their meetings, there were positive changes in teacher and student behavior. Included are 26 recommendations and the questionnaires used. (Author/SG)

ABSTRACT 1942

EC 004 894 ED 036 921
Publ. Date 69 118p.
Summary and Evaluation of the Regional Educational Diagnostic Treatment Center 1966-1969.
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf,hc

Descriptors: exceptional child research; learning disabilities; emotionally disturbed; clinical diagnosis; intervention; psychoeducational processes; educational therapy; diagnostic teaching; behavior change; academic achievement; individual characteristics; play therapy; parent participation; counseling; adjustment (to environment); school services; interdisciplinary approach; behavior rating scales; consultants; Elementary and Secondary Education Act Title III Project

A diagnostic treatment center for learning disabilities and emotional problems was developed to serve six school systems. Evaluation by the multidisciplinary staff covered behavior, family background, health, and intellectual, perceptual motor, emotional, and educational functioning. Treatment plans, developed by the team which subsequently met with the school personnel, involved the child in play, and educational or behavioral therapy on an individual or group basis. Treatment also altered the child's environment by providing family therapy and parent counseling, mothers' groups, school or parent conferences, or staff consultants to work with school personnel. Consensual judgment of change (by parents, schools, and staff) in school work, and in educational and behavioral functioning indicated mild improvement in 60.9% of the cases and marked improvement in 16.2%, with girls showing more improvement (p less than .01). Appendixes provide ranking scales and client classification and other forms and describe treatments. Descriptive data are given for a sample of 350 cases. (JD)

ABSTRACT 1956

EC 005 006 ED 036 935
Publ. Date 69 28p.
Bower, Eli M. And Others
Project Re-ED: New Concepts for Helping Emotionally Disturbed Children.
George Peabody College For Teachers, Nashville, Tennessee
National Institute Of Mental Health (DHEW), Bethesda, Maryland
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; residential schools; inservice teacher education; program evaluation; behavior change; academic achievement; adjustment (to environment); self concept; interpersonal relationship; counseling; counselors; program development; counseling instructional programs; Project Re-ED

To meet the needs of emotionally disturbed children, a residential program was planned to provide re-education for such children and training for the teaching staff. A model school served 40 children, aged 6 through 12, in five groups, each having a team of two teacher counselors and a liaison teacher backed by consultants. Teacher and parent ratings 18 months after discharge indicated moderate or great improvement for 80% of the children; additional ratings also indicated improvement. The project process, experience, cost, and manpower development program were considered as well. (JD)

ABSTRACT 1993

EC 004 833 ED 036 606
Publ. Date 69 329p.
Furman, Robert A., Ed.; Katan, Anny, Ed.
The Therapeutic Nursery School; A Contribution To the Study and Treatment of Emotional Disburbances in Young Children.
EDRS not available
International Universities Press, Inc., 239 Park Avenue South, New York, New York 10003.

Descriptors: exceptional child education; emotionally disturbed; nursery schools; therapeutic environment; parent counseling; administrative policy; educational programs; preschool programs; parent role; parent child relationship; case studies; educational diagnosis; psychosomatic diseases; school role; followup studies

The educational program of the Hanna Perkins School for emotionally disturbed preschool children is described in terms of its physical plant, administrative policies concerning staff, selection of cases, and application procedures, and the general objectives and structure of the overall program. The treatment and techniques of interaction with both the child and the mother are presented, and specific case reports are provided. Psychosomatic disorders are examined in the areas of diagnostic assessment, case evaluations, and individual cases. The role of the nursery school is explored in terms of the following relationships: with those children who are in preparation of or undergoing direct treatment, and in relation to the total child (analytic program). An appendix includes statistical information regarding these subjects. (RD)

ABSTRACT 2539

EC 005 498 ED 038 809
Publ. Date Nov 69 92p.
Hewett, Frank M. And Others
The Santa Monica Project: Demonstration and Evaluation of an Engineered Classroom Design for Emotionally Disturbed Children in the Public School; Phase Two: Primary and Secondary Level. Final Report.
Santa Monica Unified School District, California
Office Of Education (DHEW), Washington, D. C., Bureau Of Research

EDRS mf,hc
OEG-0-8-071298-2799(032)
BR-7-1298

Descriptors: exceptional child research; behavior problems; learning disabilities; behavior change; academically handicapped; reading; regular class placement; special classes; classroom environment; academic achievement; behavior rating scales; reinforcement; learning readiness; classroom organization; class management; Elementary and Secondary Education Act Title III Project; engineered classrooms

Following its initial year, an engineered classroom for educationally handicapped (EH) children was replicated and extended. Evaluation indicated that the program could effectively increase emphasis on reading and include both primary and secondary students. Reintegration in the regular classes for EH children could be done on both a gradual and compulsory basis; the difficulty was in accurately assessing a given child's readiness for limited or total reintegration. The preacademic focus of the primary classes (ages 6 to 8) was validated in that a majority of subjects from the 1st year who had returned to

regular classes were average or above in their functioning after 1 or 2 years in the program. Also EH children in the engineered classrooms outdistanced children in regular EH classes and approached or exceeded normal controls academically and behaviorally. Appendixes describe the engineered classroom and its dissemination and provide a behavior problem checklist and instructions for a frequency count of deviant behavior. (Author/JD)

ABSTRACT 2310

EC 003 469 ED 038 780
Publ. Date May 66 120p.
Kenney, Helen J. And Others
Improving the Education of Emotionally Disturbed Adolescents Through the Educational Cadre as a Diagnostic, Teaching, and Research Instrument.
McLean Hospital, Belmont, Massachusetts
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-32-31-7525-5012

Descriptors: exceptional child research; emotionally disturbed; residential programs; interdisciplinary approach; experimental curriculum; hospital schools; cognitive processes; learning processes; recall (psychological); language patterns; history; English; individual chacteristics; psychological characteristics; personality; educational programs; social studies; problem solving; teaching methods; learning characteristics

To serve emotionally disturbed adolescents in a residential treatment program, an educational cadre was formed to function as a diagnostic, teaching, and research instrument. Specialists in addition to classroom teachers included a curriculum specialist, a cognitive psychologist, and a psychiatric clinician. Experimental curriculum units in English and history were developed around cognitive style, learning and recall, and language. Tests, materials, and projects were developed. Evaluation indicated that the more reflective students gave literal or descriptive interpretations; the more impulsive ones gave answers high in abstraction or degree of affect or general interpretation. Language tests did not render statistically significant results. Observation and student critiques and work products suggested that the experimental material and methods may have facilitated learning. Plans made for the second year of demonstration and research called for categorizing behavior and further investigating cognitive style. (JD))

ABSTRACT 2999

EC 006 305 ED N.A.
Publ. Date 70 383p.
Goos, Dorothy; Al-Saadi, Luetta
Help Me. A Way to Guide Troubled Youth.
EDRS not available
Thomas Publications Ltd., Box 208, Kaukauna, Wisconsin 54130 ($12.50).

Descriptors: exceptional child services; emotionally disturbed; residential programs; psychotherapy; adolescents; group living; program descriptions; institutional facilities; institutional administration

Residential treatment in a specialized open group setting for emotionally disturbed adolescents is the topic of a book on group living therapy. The planning of a therapeutic milieu, both the concepts and the mechanics of operation, focuses on an institution where emotionally disturbed adolescents live normal lives in a homelike setting with multidisciplinary professional supervision, but the principles of operation are applicable to other child care institutions also. Attention is given to physical requirements in the milieu (physical plant, food, clothing, medical program) and programing. The programing discussion considers at length the organization of staffing, placement, therapy, education, employment, leisure, transportation, and discharge planning. Finally, a portion of the book is designed as a manual to be used in establishing a group living therapy situation. The manual contains practical, mechanical details of operation, policies, and summaries of philosophy in each of the areas previously developed in the presentation of programing. (KW)

ABSTRACT 3325

EC 501 307 ED N.A.
Publ. Date Jul 70 8p.
Marrone, R. Thomas; Anderson, Nancy
Innovative Public School Programing for Emotionally Disturbed Children.
EDRS not available
American Journal Of Orthopsychiatry; V40 N4 P694-701 Jul 1970

Descriptors: exceptional child education; emotionally disturbed; educational therapy; behavior change; drug therapy; public schools; educational methods; cooperative programs

The paper describes a cooperative effort between a county division of special education and various school districts within that county in establishing, within the schools themselves, an educational and group therapy treatment program in special classes for emotionally disturbed children. (Author)

ABSTRACT 3578

EC 006 298 ED 042 311
Publ. Date 69 193p.
Goveia, Leonard H.; Tutko, Thomas A.
Psychiatric Rehabilitation in a Community Center.
Rehabilitation Mental Health Services, Inc., Santa Clara, California
EDRS mf,hc

Descriptors: emotionally disturbed; psychiatric hospitals; psychotherapy; rehabilitation centers; residential programs; adjustment (to environment); research projects; experimental psychology

A research project was designed to compare the therapeutic effectiveness of treatment in a state hospital with treatment in a supportive, residential halfway-house facility involving patients in the acute initial stages of a psychiatric episode. Psychological tests were administered to randomly assigned patients at admission to the two facilities, at discharge, and one year from admission. Demographic information was also tabulated. Results indicated that patients could be treated effectively and more quickly in the residential community setting, and that rehospitalization tended to be higher for the state hospital group. Pathology reduction was similar, but the community home group showed a more active, productive means of dealing with personal problems and greater vocational success and income after discharge. Results are seen to support the Life Management approach toward treatment, which emphasizes teaching the functional and practical aspects of everyday living leading to economic independence and emotional stability. Extensive statistical tables of comparisons of the two groups of patients are included. (KW)

ABSTRACT 0960

EC 03 0960 ED N.A.
Publ. Date 70 5p.
Golias, George A.
An Adolescent Rehabilitation Program.
EDRS not available
Journal Of Applied Rehabilitation Counseling; V1 N3 P31-5 Fall 1970

Descriptors: exceptional child research; emotionally disturbed; adolescents; psychotic children; behavior change; operant conditioning; reinforcement; rehabilitation programs; special schools; residential schools; residential programs; learning theories

A rehabilitation program designed for severely emotionally disturbed adolescents in a highly structured residential school setting was conducted for a period of 4 years. The project was designed to test the value of a learning theory-oriented program in rehabilitating psychotic adolescents through application of behavior modification techniques. The program was only interested in modifying external behavior; no attempt was made to understand or accept pathological behavior. Based on an average length of stay of ten months, the percentage of discharge was 88% with 13% returning. The program was judged successful with its specific sample population; however, it was emphasized that a cautious interpretation be made concerning generalizations to other populations of psychotic adolescents. (CD)

ABSTRACT 1598

EC 03 1598 ED 046 456
Publ. Date 69 57p.
Doernberg, Nanette And Others
A Home Training Program for Young Mentally Ill Children.
League School For Seriously Disturbed Children, Brooklyn, New York
National Institute Of Mental Health (DHEW), Bethesda, Maryland
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; early childhood; parent education; parent child relationship; longitudinal studies; family (sociological unit); parent role; program descriptions; intervention

To develop a meaningful intervention for waiting list families and their preschool emotionally disturbed children, a home training program for the parent and child was initiated. The focus of the program was on productive cooperation between parents and professionals. During a period of 2 years, 45 families completed the program. The program consisted of individual instruction with a parent, and parent and professional group meetings on a regular basis. The researchers felt the program of direct approach to parents offered an effective, realistic approach to the very young emotionally disturbed child to whom traditional therapies were often unavailable. It was concluded that the approach improved the mental health of the family by strengthening the parents' self concept and enabling them to use themselves more productively as family members. (CD)

ABSTRACT 1773

EC 03 1773 ED N.A.
Publ. Date 50 386p.
Bettelheim, Bruno
Love Is Not Enough: The Treatment of Emotionally Disturbed Children.
EDRS not available
Free Press, 866 Third Avenue, New York, New York 10022 ($7.95).

Descriptors: exceptional child services; emotionally disturbed; residential programs; psychotherapy; therapeutic environment; child rearing; residential schools; program descriptions

Reported and discussed is the day-to-day life at the University of Chicago Sonia Shankman Orthogenic School, an institution for the treatment of 34 emotionally disturbed children, ages 6-14, and an experiment in therapeutic living. Events related are typical of what might occur during any day at the school. The discussion of how everyday situations are handled in dealing with emotionally disturbed children often illustrates how mishandling brought about the disturbances being treated. Wide implications of the school's work for preventive psychology or preventive mental hygiene are noted. The school's approach is mainly psychoanalytic. The areas of activity covered are arrival at the school, waking up, in-between times (transition periods between scheduled activities), classes and learning, eating, rest and play, individual therapy sessions, outside contacts, in the bathroom, and bedtime. The text shows how everyday activities can be used in a purposeful way, and made carriers of personal relations and of the experience of mastering previously avoided tasks. Composite pictures of how emotional problems may be handled present ways of dealing with specific problem situations (such as waking in the morning). (KW)

ABSTRACT 1972

EC 03 1972 ED 048 700
Publ. Date 70 34p.
Rules and Suggested Guidelines for the Education of Emotionally Disturbed Children.
Michigan State Department of Education, Lansing
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; state legislation; teacher qualifications; administration; program descriptions; Michigan

The background and goals of Michigan's program for the emotionally disturbed are discussed prior to a listing of rules and regulations governing the program. Administrative guidelines concern minimum school services, size of school district, definition and certification of emotional disturbance, the educational planning committee and procedures for program planning. Goals, types, and planning for educational programs are described, and the following general procedures are considered: organization, application for program approval, initiation of a program, personnel qualifications, state aid and how to claim it, transportation, tuition, and boarding care. Also provided are a paragraph on general supervision, a copy of the act authorizing programs for the emotionally disturbed, a copy of the rules and regulations, and requirements for teacher approval. (RJ)

ABSTRACT 2209

EC 03 2209 ED 049 590
Publ. Date 67 73p.
Walker, Hill M.
Assessment and Treatment of Deviant Behavior in Children--Section Two: Construction and Validation of a Three Stage Model for Identifying and Assessing Deviant Behavior in Children. Final Report.
Oregon University, Eugene
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-4-6-061308-0571
BR-6-1308

Descriptors: exceptional child research; emotionally disturbed; socially deviant behavior; behavior rating scales; identification; behavior change; check lists; screening; diagnostic tests; research methodology; test reliability; test validity; test construction; models

The document, part two of a six part project report, discusses the construction and validation of a three stage model for assessing deviant behavior in children. The model was developed to meet the project's measurement, identification and diagnostic goals. Stage one consists of a 50 item behavior checklist which was used as an initial screening device. The scale is normed on elementary grade subjects; and item reliability and validity estimations are completed on the scale. Stage two consists of a 62 item behavior rating scale which is divided evenly between items to measure acting out behavior and items measuring withdrawn behavior. A behavioral observation form was developed for the purpose of measuring task oriented behavior. The form allows simultaneous observation of 13 behaviors, and contains codes for classroom setting, the social consequences of child behavior, and the social agent supplying the consequence. Identification data were collected in stage one and more specific data were collected in stages two and three for diagnostic and treatment prescription purposes. Further details on the project are contained in section one (EC 032 208) overview; section three (EC 032 210) treatment; section four (EC 032 211) generalization and maintenance; section five (EC 032 212) teacher behavior; and section six (EC 032 213) single subject experiments. (CD)

ABSTRACT 2723

EC 03 2723 052 564
Publ. Date 71 255p.
Stone, Thomas E.
Organizing and Operating Special Classes for Emotionally Disturbed Elementary School Children.
EDRS not available
Parker Publishing Company, 1 Village Square, West Nyack, New York 10994 ($8.95).

Descriptors: exceptional child education; emotionally disturbed; special classes; educational programs; elementary school students; program design; program descriptions; administration; curriculum design

Provided for public school systems are educational guidelines for setting up special classes for emotionally disturbed elementary school students. Described is a preventive-developmental program, based on successful experiences in form school districts, which provides for a complete school team approach. Detailed are the steps involved in organizing and implementing such a Transition-Adjustment class program, beginning with a discussion of how to organize a district program and procedures for identifying, screening, and placing the disturbed child. Curriculum content and organization are discussed, as are materials and equipment. Also examined are effective teaching techniques and the characteristics and roles of Transition-Adjustment class teachers and principals. In addition, how to establish a special physical education program and how creative activities in art and other subjects can be important factors in overall growth are explained. Procedures for gradually returning a child to regular classes and points to consider in planning a summer Transition-Adjustment class program are also covered. Appendixes contain sample budgets and forms. (KW)

ABSTRACT 48

EC 04 0048 ED N.A.
Publ. Date Oct 71 7p.
Glavin, John P. and Others
An Experimental Resource Room for Behavior Problem Children.
EDRS not available
Exceptional Children; V38 N2 P131-7 Oct 1971

Descriptors: exceptional child research; behavior problems; underachievers; remedial instruction; behavior change; reinforcement; demonstration projects; academic achievement; resource teachers

The Temple Resource Room Project represented an attempt to develop, refine, and evaluate an alternative to special class placement for behavior problem children in the public school. Children in the experimental group were scheduled for a resource room program during

those periods of the day in which they were functioning least effectively in the regular class. Since the majority were also performing below expected grade level academically, the program emphasized academic remediation with the use of response-reinforcement contingencies in a structured classroom situation. The experimental group made significantly greater gains in reading vocabulary and arithmetic fundamentals than did a comparison group. Behavioral changes also occurred, with the greatest improvement being noted with the experimental group when in the resource room. (Author)

ABSTRACT 62

EC 04 0062 ED 055 376
Publ. Date Aug 71 217p.
Pooley, Richard
An Experiment in Delinquency Prevention and Control.
Southern Illinois University, Carbondale, Center for the Study of Crime, Delinquency, and Corrections
Illinois State Board of Vocational Education and Rehabilitation, Springfield
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; delinquents; case studies; behavior change; adolescents; operant conditioning; reinforcement; social adjustment

University graduate students worked as counselors with delinquent prone youths to develop and define means of identifying and re-orienting delinquent prone youths in a high school community setting. Diagnostic and evaluative instruments and techniques used included the computer analyzed Minnesota Multiphasic Personality Inventory (MMPI) and the Multiple Linear Regression Analysis of selected MMPI data. Seven case studies conducted within a classification and treatment methodology referred to as differential treatment were presented. The case studies consisted of differential treatment of a pre-delinquent youth using social reinforcement, application of a token economy system to modify effeminate dress behavior, differential treatment of a pre-delinquent high school girl, differential treatment of drug abuse, conditioning school attendance in a pre-delinquent juvenile with token and social reinforcement, application of composite methods to treatment of a pre-delinquent high school girl, and transactional analysis treatment of a delinquent-prone youth. (CB)

ABSTRACT 601

EC 04 0601 ED 056 456
Publ. Date Sep 71 71p.
Higginbotham, James M.
Closed Circuit TV with Handicapped Children. Final Report.
Gateway School, Orlando, Flordia;
Orange County Board of Public Instruction, Orlando, Florida
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS not available
OEG-4-8-005098-0035-056
BR-480-7001
Gateway School, 4000 Silver Star Road, Orlando, Florida 32808.

Descriptors: exceptional child education; emotionally disturbed; educational programs; program development; televised instruction; program evaluation; video tape recordings; behavior change; case studies

Presented are development and evaluation of a school's 3-year program using closed circuit television (CCTV) with emotionally disturbed children, aged 6 to 13 years. The major program objective is to help the children develop skills and knowledge necessary for their continued participation in school through the 12th grade. The school has five fixed, remotely controlled cameras located in five different rooms. Discussion of management considerations includes time distribution of director, psychologist, coordinator, teachers, video engineer, pupils, parents, and visitors. Information dissemination means for the school's program consist of personal visits to the school, letters, speeches, films, and others. Video tape films of many of the school's 200 children were taken so that teachers and students could observe themselves in operation. The evaluation focuses on the contribution of CCTV to the school's entire educational program and is shown to run into problems in that the contribution of CCTV to any student's behavior change cannot be demonstrated, although the films intuitively seemed to help bring about behavioral changes. Four case studies conclude the work. (CB)

ABSTRACT 604

EC 04 0604 ED 056 459
Publ. Date 71 34p.
Silberman, Al
Handbook for Teaching Emotionally Handicapped Children.
Arizona State Department of Education, Phoenix, Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; educational programs; program development; administrative organization; guidelines; state standards; program planning; Arizona

The handbook is intended to assist school districts in Arizona establish effective educational programs for emotionally handicapped children. Information on policies for initiation, organization, and operation of programs is provided, as are recommendations for activity programing, use of ancillary personnel, and behavior management techniques. Basic considerations in establishing a program which are discussed include self-contained and resource programs, teacher and teacher aide selection, physical facilities, and grouping. The examination of selection procedures and personnel needed covers various facets of screening and evaluation and the involvement of school personnel in the screening process. A suggested program for the emotionally handicapped, which emphasizes academic and social skills, presents suggestions on preparatory steps, pupil evaluation, curriculum, motivation, class management, intervention methods, and phasing children into the regular program. (KW)

ABSTRACT 762

EC 04 0762 ED 057 528
Publ. Date Aug 70 118p.
Irvine, Paul; Plumpton, Russell A.
A Program for the Vocational Rehabilitation of Emotionally Disturbed and Brain-Injured Adolescents in a Public School Setting. Final Report.
Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, New York
Social and Rehabilitation Service (DHEW), Washington, D. C., Division of Research and Demonstration Grants
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; minimally brain injured; vocational education; senior high school students; program development; neurologically handicapped; vocational rehabilitation; public schools

The study involved the development of an experimental vocational education program for emotionally disturbed and brain-injured adolescents in a public school. Subjects were 29 boys, ages 14-21 years, enrolled in special classes for the emotionally disturbed and brain-injured. The program embodied three levels of training: prevocational orientation, exploratory occupational education, and specific occupational preparation. The last two were provided through supervised work experience and a classroom shop program in a vocational school setting. Fourteen subjects graduated from the program, three returned to and graduated from the regular high school program, 10 left the program, and two are still enrolled. A followup study showed that 13 of the 14 program graduates are satisfactorily employed. Essential elements of a comprehensive vocational education program in a public school were found to include participation of the public vocational rehabilitation agency, services of a vocational school, extensive exploratory occupational experience, and availability of both a classroom shop instructional program and on-the-job instruction. Curriculum guidelines are appended. (Author/KW)

ABSTRACT 770

EC 04 0770 ED 057 536
Publ. Date 71 12p.
Ora, John P.; Reisinger, James J.
Preschool Intervention: A Behavioral Service Delivery System.
George Peabody College for Teachers, Nashville, Tennessee
EDRS mf,hc
Paper Presented at the Annual Meeting of the American Psychological Association (Washington, D. C., September 6, 1971)

Descriptors: exceptional child education; emotionally disturbed; early childhood education; intervention; program descriptions; preschool children; demonstration projects; behavior change; measurement; educational accountability; parent role

Described is a preschool intervention demonstration project for emotionally disturbed children said to be based on the functional analysis of behavior and behavior change. The project's organizational patterns and procedures are com-

pared to those described by B.F. Skinner in Walden Two. The description emphasizes the concepts of measurement and educational accountability as they pertain to the project. The measurement based treatment system is said to be organized into modules or task forces around a coordinating module. A major goal of the project is demonstration of coordinated regional early intervention system that is more economical than custodial care. The project emphasizes parent role in the intervention project. The child's mother is taught to record data on the child's progress and to elicit the desired responses from the child. Modules available include the individual tutoring module to produce functional speech, the oppositional child training module, visitation module, administrative and clerical module, transportation module, and media presentation module. Explanation of project accountability entails a clarification of the line of authority from the state governor to the project evaluation committee. The evaluation committee meets monthly in order to request information from the coordinating module, to evaluate it, and to render binding opinions concerning the adequacy of program results. (CB)

ABSTRACT 1110

EC 04 1110 ED N.A.
Publ. Date 71 192p.
Cohen, Harold L.; Filipczak, James
A New Learning Environment.
EDRS not available
Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111 ($8.75).

Descriptors: exceptional child research; delinquents; rehabilitation programs; behavior change; operant conditioning; positive reinforcement; academic achievement; corrective institutions

Reported was a 1-year rehabilitation program for juvenile delinquents confined at the National Training School for Boys in Washington D.C. Ninety per cent of the boys involved in the corrective institution program showed the equivalent of 4 years of academic growth in at least one subject within 6 months. The experiment involved a 24-hour living and learning environment in which the boys were motivated with payments of points (money) for correct answers and additional evidence of academic achievement. Their earned points were used to buy better institutional food, living quarters, and privileges. Other reinforcements were added gradually, and the immediate payments were deferred until the schedule of payments-reinforcements equalled normal social conditions. The boys were said to learn to value love, self respect, dignity, responsibility, and academic achievement. The boys were found to change their past lives of academic and social failure into lives of success. The behavior change approach is thought to hold promise for dropouts and unemployables. (CB)

ABSTRACT 1167

EC 04 1167 ED 058 691
Publ. Date Mar 71 17p.
Rousseau, Frank
Behavioral Programming in the Re-Education School.
Tennessee State Department of Mental Health, Nashville
National Institute of Mental Health (DHEW), Bethesda, Maryland
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; behavior problems; elementary school children; behavior change; operant conditioning; reinforcement

Discussed briefly are techniques of behavior change used in behavioral programing for emotionally disturbed elementary school children with behavior problems. The author considers the child's ecology as a significant influence on the child's behavior, by which he means all the experiences and relationships that a child encounters in his educational environment. Ten behavioral assessment steps are described for use in attempting to extinguish already established inappropriate behaviors. After receiving an educational diagnosis, the child's academic and behavioral programs are mapped out. Both short-term and long-term goals are established for the child. Mentioned briefly are contingency contracting, the Premack principle in which the reward is adapted to the child, group activities, token economy, and time out. (For two related pamphlets, see EC 041 166 and EC 041 168.) (CB)

ABSTRACT 1168

EC 04 1168 ED 058 692
Publ. Date Jan 71 52p.
Weinberg, Steve, Ed.
The Children's Re-Education Center: An Overview.
Tennessee State Department of Mental Health, Nashville
National Institute of Mental Health (DHEW), Bethesda, Maryland
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; behavior problems; behavior change; elementary school children; operant conditioning; reinforcement; residential care; educational programs

One of three documents in a series, the pamphlet presents an overview of the children's re-education center program in Tennessee. The program involves the application of behavior change principles to emotionally disturbed elementary school children with behavior problems while the children reside at the residential facility for an average duration of 6 months. The program aims to change the child's behavior so that he can return to his normal life in the community and school. The child's problems are approached from educational, behavioral, and ecological viewpoints. Discussed are the referral procedure, the physical setting of the three Tennessee re-education centers, and the organization of a children's re-education center. Job descriptions and qualifications are noted for teacher counselors, diagnostician, aides, supervisory personnel, and principal. The individual child's curriculum is then explained to be adapted to his specific needs with emphasis on group counseling. Also noted are the school's efforts to consider all the influential factors within the child's educational environment and the schools' camping program. (See also EC 041 166-7.) (CB)

ABSTRACT 1544

EC 04 1544 ED 060 594
Publ. Date (71) 55p.
Collingwood, Thomas R.
Survival Camping: A Therapeutic Mode for Rehabilitating Problem Youth.
Arkansas University, Fayetteville, Arkansas Rehabilitation Research and Training Center
Social and Rehabilitation Service (DHEW), Washington, D. C., Division of Research and Demonstration Grants
EDRS mf,hc

Descriptors: exceptional child services; delinquents; camping; rehabilitation programs; emotional development; adolescents; males; program descriptions; physical activities

The report details specifics of developing and implementing a rugged 3-week camping program for problem boys (delinquents and dropouts) ages 15-18 years. The survival camping experience functioned as an integrated part of the total rehabilitation agency. Described is how the camping program is therapeutic in the sense that the youths learn effective physical, intellectual, and emotional-interpersonal behaviors and undergo an intensive success experience, with increased feelings of self respect and responsibility resulting. Also described are staff selection and training, camp stages and process, and organizational considerations related to the rehabilitation agency program and to community resources. A section on program assessment explains how the effect of the program on the participants was evaluated, lists the measuring instruments used, and concludes that the camping program made a substantive impact on the participants (physically and emotionally) and facilitated behavioral and attitudinal changes relevant to rehabilitation success vocationally and avocationally. (KW)

ABSTRACT 2202

EC 04 2202 ED N.A.
Publ. Date Jul 72 5p.
Willner, Milton and Others
Project Treat: A New Approach to the Severely Disturbed Child.
EDRS not available
Child Welfare; V51 N7 P460-4 Jul 1972

Descriptors: exceptional child services; emotionally disturbed; community services; interdisciplinary approach; child welfare; boards of education; mental health clinics; program descriptions

Described is Project Treat, an interdisciplinary approach to serving emotionally disturbed children. The project is mainly educational in approach, but also provides for placement in group homes or foster homes when normal home life is not possible for the child. The three organizations participating are a child welfare oriented agency, an urban board of

education, and a mental health facility that provides short-term inpatient mental health treatment on a 5-day-week basis. The project operates 7 days a week. The project is designed to provide interim services for disturbed children ranging in age from latency to adolescence for whom residential treatment is not available. Described are project beginnings, the lack of central administration, structure and organization, and the professionalism of the workers. (CB)

ABSTRACT 42

EC 05 0043 ED N.A.
Publ. Date Sep 72 12p.
Quay, Herbert C. and Others
The Modification of Problem Behavior and Academic Achievement in a Resource Room.
EDRS not availble
Journal of School Psychology; V10 N2 P187-98 Sep 1972

Descriptors: exceptional child research; emotionally disturbed; behavior problems; resource teachers; educational methods; academic achievement; behavior change

Sixty-nine classroom behavior problem children (extremely disruptive or overly withdrawn) were involved in an experimental resource room program. Ss, who were in the second through sixth grade in three different schools, attended the resource room one or two periods a day, while the primary responsibility for the child remained with the regular classroom teacher. Forty-eight control Ss, also behavior problems, did not attend a resource room. In the resource room, behavior modification techniques were used to modify both academic and social behavior. Results showed significant modification of social behavior in the resource room and academic gains in reading and arithmetic for the experimental Ss; however, their attending behavior while in the regular classroom was not different from the controls. Although the resource room program was in effect for only 23 weeks in two schools and for 16 weeks in the third school, average gains of experimental Ss were over 1 school year in arithmetic and close to 1 year in reading. The resource room approach is seen to present economic, educational, and emotional benefits, and its extension to other exceptional children is urged. (KW)

ABSTRACT 1029

EC 05 1029 ED 072 580
Publ. Date Jun 72 358p.
Brown, Lou, Ed.; Sontag, Ed, Ed.
Toward the Development and Implementation of an Empirically Based Public School Program for Trainable Mentally Retarded and Severely Emotionally Disturbed Students. Part II.
Madison Public Schools, Wisconsin Department of Specialized Educational Services
EDRS mf,hc

Descriptors: exceptional child education; trainable mentally handicapped; emotionally disturbed; academic achievement; mentally handicapped; educational programs; program development; public schools; program description; home economics; vocational education; Daily Living Skills

Collected are 31 articles on public school educational activities for the trainable mentally handicapped or the severely emotionally disturbed student in the areas of academic skills, home living skills, and prevocational training. Most of the papers are said to have been written by classroom teachers. Three articles present an overview which includes a discussion of behavioristic task analysis. Fourteen articles consider techniques of teaching academic skills and include skills such as basic spelling, reading a menu, time telling, and arithmetic computation. The teaching of home living skills is examined in eight articles and includes skills such as using a kitchen stove, preparing toast, using a cooking oven, and reading a basic grocery list. The final section, consisting of six papers, on prevocational training, considers topics such as the use of fund raising materials to teach prevocational skills to retarded students and the teaching of retarded students to package golf tees in the absence of customary production supports. (DB)

ABSTRACT 1218

EC 05 1218 ED N.A.
Publ. Date Dec 72 10p.
Wolff, W. M. and Others
Integration of an Instructional Program with a Psychotherapeutic Milieu: Developmental Redirection for Seriously Disturbed Children.
EDRS not available
International Journal of Child Psychiatry; V39 N4/5 P83-92 Dec 1972

Descriptors: exceptional child education; emotionally disturbed; childhood; educational programs; program descriptions; nonprofessional personnel; residential programs; teacher aides

Described is a residential program for severely emotionally disturbed children in which supervised lay personnel function as instructional assistants. Difficulties with maintaining staff consistency and organizing shift work schedules are noted. The roles of the instructional assistants and other professional personnel (psychiatrist, supervising nurse, supervising teacher, social worker, and psychologist) are explained. Program reviews to date are thought to warrant the following conclusions: instructional assistants are fulfilling an innovative and needed role in an in-patient unit for seriously disturbed children which heavily emphasizes the need for consistency in carrying out its overall milieu treatment program; and there is need for a more formalized training program for such personnel which would focus on basic nursing skills, educational techniques for preschool and elementary school children, personality and development theory, and psychotherapy and case management with children. (GW)

ABSTRACT 1770

EC 05 1770 ED N.A.
Publ. Date Sum 72 41p.
Bullock, Lyndal M.
The Administrator Looks at Programs for the Emotionally Disturbed: Guidelines for Planning.
EDRS not available
Research Bulletin; V8 N2 P1-41 Sum 1972

Descriptors: exceptional child education; emotionally disturbed; program design; administrative planning; administrative organization; educational planning; identification; psychological evaluation; facilities; guidelines; teacher selection; community programs

Intended for school administrators, the booklet presents suggestions, directions, ideas, and alternatives to help an administrator set up a program for educating emotionally disturbed children. Part I provides initial information needed such as definitions and incidence estimates of emotional disturbance in the school age population and a strategy for effective planning which includes a 1 year timetable. The following administrative considerations are examined in Part II: screening and identification, behavioral rating scales, psycho-educational assessment, the educational design (whether self contained classroom, resource room or itinerant teacher), space considerations in planning educational units (including guidelines for physical facilities and equipment), transportation, and utilization of school personnel and community resources (with names and addresses of 22 organizations or publishing companies relevant to emotionally disturbed children). Guidelines for teacher employment and suggestions for inservice education are included in Part III on personnel. Part IV on programs, literature, and talks provides summaries of seven exemplary programs, an annotated bibliography of approximately 25 items and outlines of four talks an administrator might give about emotional disturbance in children. (DB)

ABSTRACT 1846

EC 05 1846 ED 077 150
Publ. Date 72 112p.
A Guide for the Management of Special Education Programs. 2.0 Education and Counseling.
Santa Cruz County Superintendent of Schools, California
EDRS mf,hc

Descriptors: exceptional child education; drug addiction; class activities; curriculum development; instructional materials; emotionally disturbed; drug abuse; adolescents; program descriptions

Presented is the second component, Education and Counseling, of a special day class educational program for drug dependent minors. A major goal of the program is given to be the provision of successful academic experiences, positive rewards for desired behavior, and individual and family counseling. The behavior modification program is described, and listed are suggested positive activities (such as being on time) of the point system used by the school. The school curriculum is summarized, grades are discussed, and methods of individualization and remediation are suggested. General course descriptions are given for

activities in the cognitive, affective and psychomotor domain. Pertinent instructional supplies are listed according to course. The major portion of the document consists of a series of 47 sample instructional activities grouped according to course and including instructional goals, instructional objectives, and procedures. Examples of activities or class projects are notewriting and drug continuum (for the self discovery class), communicating with the 'straights' and keeping a journal (English), a personal time capsule and rating the news (social science), group murals (arts and crafts), instant replay volleyball (physical education), and an overnight camping trip (outdoor education). See EC 051 845, EC 051 847 through 051 849, and EC 050 205 through 050 212 for related documents.) (DB)

ABSTRACT 1847

EC 05 1847 ED 077 151
Pub. Date 72 191p.
A Guide for the Management of Special Education Programs. 3.0 Educational Simulations.
Santa Cruz County Superintendent of Schools, California
EDRS mf,hc

Descriptors: exceptional child education; drug addiction; instructional materials; simulation; games; emotionally disturbed; drug abuse; adolescents; reading; mathematics

Presented is the third component, Educational Simulations, of a special day class educational program for drug dependent minors. One objective of the project is said to have been the identification of instructional methods and materials suited to drug dependent minors. Educational games and simulations designed to provide practice in reading and arithmetic at the fifth or sixth grade level are described. Recommendations for use of the games include photocopying game materials in case of loss and adequate teacher preparation. Briefly described are the characteristics of each game or simulation in terms of title, designer, number of players, subject or subjects for which game is appropriate, time needed to play game, description of game, preliminary preparation necessary, and any special recommendations. The major portion of the document consists of the 11 games and simulations printed on heavy cardboard. Examples of games are the Mississippi Riverboat Race (arithmetic), Ascent-A Mountain Climbing Simulation (reading and arithmetic), Computer Poetry (reading and English), Grassland-An Ecology Simulation (reading and science), Historical Pairs (reading and history), and Zen Deity Science Quiz (science). (See EC 051 845, EC 051 846, EC 051 848, EC 051 849, and EC 050 205 through EC 050 212 for related documents.) (DB)

ABSTRACT 239

EC 06 0239 ED N.A.
Publ. Date Oct 73
Rawson, Harve E.
Academic Remediation and Behavior Modification in a Summer-School Camp.
EDRS not available
Elementary School Journal; V74 N1 P34-43 Oct 1973

Descriptors: exceptional child education; exceptional child research; emotionally disturbed; behavior problems; childhood; adolescents; program descriptions; summer programs; camping; staff role; individualized instruction; behavior change; operant conditioning; reinforcement; academic achievement; rating scales; evaluation; self concept

A residential, therapeutic summer camp in a vast park remediates academic and behavioral problems of 24 children in a group, 6 to 14 years of age, during a 10 day session (100 children per summer) and simultaneously conducts research. The staff, including a research psychologist, education specialists, and teacher-therapists prepare individualized prescriptions prior to arrival of the children, who are selected by agencies and teachers on the basis of being the most disruptive children in their classrooms. The program utilizes reinforcement of appropriate learning behavior during individual, participatory, and group-activity learning; and requires academic achievement for participation in favored activities such as swimming. Since the camp's inception in 1970, rating scales have been developed, such as a measure of social retaliation. The tests are administered prior to and after each session. Results of tests and questionnaires indicate that former campers have enjoyed the experience and have made gains in abilities, self concept, and positive attitudes toward authority figures. Also, data shows that 80% of the children have maintained behavioral gains in class, and that deterrents to maintenance of gains are teacher attitudes and parental inability to continue therapy. (MC)

ABSTRACT 391

EC 06 0391 ED 083776
Publ. Date Mar 73 320p.
Mann, Lester and Others
A Comparison of Three Methods of Physical Education Programming for Emotionally Disturbed Children. Final Report.
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; physical education; coordination; program descriptions; aggression; hyperactivity; withdrawal tendencies (psychological); early childhood; childhood; physical fitness; program effectiveness; motor development; emotional adjustment; academic ability

Presented are the procedures, analyses, results, and discussion of a project which compared three methods of physical education programing for 96 emotionally disturbed children (6 to 14 years of age) in an 8-week summer camp program held during two summers. The first year's program is seen to have served as a field test with the most reliable data resulting from the second year's program. Four groups, each with eight aggressive, eight hyperactive, and eight withdrawn children are reported to have been assigned to four treatments; control, physical fitness, general coordination, and specific coordination. Detailed training manuals used in the program are provided for each of the three treatments. It is explained that the physical fitness group received activities aimed at improving strength, endurance, speed, and flexibility, while the general coordination group received activities to improve a child's ability to maneuver his body, and the specific coordination group received activities to improve performance in selected games. The following major findings are reported: the specific coordination group exhibited superior performance on the strength criterion, the Bender developmental age scores, and the Deverux measure; though the general coordination group excelled in having the least impatience and equaled the specific coordination group in coordination. It is concluded that restructuring the physical activities of the disturbed children raised the quality of motoric behavior but had little effect on emotional adjustment or academic aptitude. (DB)

ABSTRACT 465

EC 06 0465 ED N.A.
Publ. Date Oct 73 5p.
Snapp, Matthew and Others
Development of In-School Psychoeducational Services for Emotionally Disturbed Children.
EDRS not available
Psychology in the Schools; V10 N4 P392-6 Oct 1973

Descriptors: exceptional child education; emotionally disturbed; behavior problems; models; administrative organization; school psychologists; resource teachers; program development; crisis therapy; psychoeducational clinics

Described is a model of in-school psychoeducational services for emotionally disturbed elementary school children, and provided is an example of how the model has been utilized in a crisis situation. The role of the school psychologist in the model is explained to include assisting school personnel to identify resources and develop a plan of action (rather than assessing the problem and making recommendations himself) and setting up a program placing a resource person (usually a teacher who has received post-bachelor psychological training) in the school who maintains psychoeducational interventions. Evaluated is the application of the model to a situation in which school personnel requested indefinite expulsion for a third-grade girl and a fourth-grade boy. It is concluded that the 6-week program which served 38 children was popular with teachers, and resulted in the regular class placement of the two problem children. Recommendations for future programs based on the model include program initiation at the beginning of the year, a full-time resource person, and specific conference times for teacher-resource person feedback. (DB)

ABSTRACT 815

EC 06 0815 ED N.A.
Publ. Date Jun 73 5p.
Bentovim, Arnon

Disturbed and Under Five.
Special Education; V62 N2 P31-5 Jun 1973

Descriptors: exceptional child services; emotionally disturbed; early childhood; psychiatric services; program descriptions; infancy; child development centers; group discussion

Discussed is a day program which has provided psychiatric treatment for 135 emotionally disturbed children under 5 years of age and their parents. Described are physical facilities (on the grounds of a children's hospital) and staffing (nurses and social workers). Children are reported to have the following types of problems: severe management problems (the largest group), anxiety, speech and language problems, autism, retardation, severe feeding problems, and developmental problems. Parents are explained to show normal and abnormal reactions to the handicapped child, to be overly rigid, or to fail in loving and caring for the child. The pattern of the once or twice weekly visits is described to include discussions with the staff member, play activities, small group activities, parent group discussions, lunch (shared by staff and parents), and individual therapy. Group sessions for parents, individual therapy with parents and families, and individual therapy with children are seen to provide needed psychiatric services. The program is said to have provided flexible services for a wide variety of clients, and to have made recommendations about appropriate placement and future needs of the children. An important therapeutic factor is thought to be the feeling of being understood and accepted, a 'containing function' the center strives to fulfill. (DB)

ABSTRACT 942

EC 06 0942 ED N.A.
Publ. Date 72 75p.
Quinn, Robert, Ed.; Wegner, Lynn M., Ed.
Mental Health and Learning: When Community Health Centers and School Systems Collaborate.
EDRS not available
National Institute of Mental Health, 5600 Fishers Land, Rockville, Maryland 20852 ($0.95)

Descriptors: exceptional child services; exceptional child education; emotionally disturbed; cooperative programs; mental health clinics; community programs; community services; psychological services; Elementary and Secondary Education Act Title I; Community Mental Health Centers Act

Focused on are collaborative programs between community mental health centers (CMHC) and educational institutions as encouraged by Title I of the Elementary and Secondary Education Act and the CMHC Act. A chapter on the need for cooperative school-based mental health programs points out advantages of collaboration to both the schools and the CMHC. Guidelines for planning the collaborative program include ways to establish goals, deal with common problems, and develop effective program strategies. Examined in detail as examples of collaborative programs in the urban setting are the Maimonides Community Mental Health Center in Brooklyn, New York, and the Primary Mental Health Project in Rochester, New York. The Range Mental Health Center in Virginia, Minnesota, and the Multi-County Mental Health Center in Tullahoma, Tennessee, are analyzed as examples of cooperative programs in the rural setting. Also provided is a report on the Mental Health Study Center in suburban Adelphi, Maryland. Appended is an annotated listing of additional CMHC-School Mental Health Programs. (DB)

ABSTRACT 945

EC 06 0945 ED 085 957
Publ. Date 72
Shiller, Anne, Ed.
Socially Maladjusted and Emotionally Disturbed Children. Final Report, Summer 1972.
Teaching and Learning Research Corp., Elmhurst, N.Y.
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; summer programs; program effectiveness; elementary school students; secondary school students; reading ability; mathematics; emotional development; community resources; vocational education; program evaluation

A 6-week summer program (1972) provided educational, recreational, vocational, and cultural experiences for 502 elementary and secondary level socially maladjusted and emotionally disturbed children in 14 New York City facilities. Goals included consolidation of learning in areas of reading and mathematics; instruction in subject areas such as science, social studies, and art; provision for secondary students to acquire equivalency diplomas and pursue vocational training; and promotion of emotional and social growth. Evaluation was by means of seven instruments such as the Social and Emotional Growth Scale involving teacher rating of pupils; the Administrator's Form to gather information such as program organization; and the 'My Summer School' questionnaire for students. Results indicated that the summer program achieved and in some cases surpassed pupil objectives, that 72% of students improved reading skills, that 69% of students improved in mathematics, and that 56% of the sampled elementary school population improved in social and emotional functioning. Also results showed failure of 75% of the facilities to provide adequate supportive services, integrated community resources, cultural and enrichment activities, and industrial and vocational services. A number of recommendations concerning funding, time schedule, and staff were made for future summer programs. (Evaluation forms are included in the appendixes.) (MC)

ABSTRACT 1102

EC 06 1102 ED N.A.
Publ. Date F 73 6p.
Sandler, Louise
A Multiprofessional Approach to the Early Detection and Treatment of Developmentally Disordered Preschool Children.
EDRS not available
School Psychology Digest; V2 N4 P51-6 F 1973

Descriptors: exceptional child education; emotionally disturbed; learning disabilities; early childhood education; program descriptions; demonstration projects; diagnostic teaching; prevention; intervention; psychological evaluation; teacher education; cooperative programs; community role

A 3-year cooperative intervention demonstration program offers comprehensive diagnostic, remedial, and referral services to Philadelphia preschool children (20 at a time in two classes) showing evidence of emotional, behavioral, and learning handicaps. The children receive a 2-hour individualized diagnostic/-therapeutic program in either morning or afternoon for as long a period as is required. Psychiatirc and psychological examinations are held in the center for the benefit of teachers in training. Over 85 children referred by area day care classes have been served in 14 months. The curriculum is based on the assumption that successful academic, social, and emotional learning contributes to the child's positive feelings about himself. As an a example, the teacher's structuring of Arthur's program, entering into his play, and interpreting of Arthur's actions for him greatly reduced the outbursts and aided learning (later medical findings showed neurological impairment). Plans have been projected for similar classrooms in other areas with teachers trained in the center. (MC)

ABSTRACT 1307

EC 06 1307 ED N.A.
Publ. Date 72 305p.
Wood, Mary Margaret, Ed.
The Rutland Center Model for Treating Emotionally Disturbed Children.
EDRS not available
Rutland Center, 698 North Pope Street, Athens, Georgia 30601

Descriptors: exceptional child education; emotionally disturbed; early childhood; childhood; therapy; special classes; program descriptions; group therapy; developmental programs

The collection of eight articles describes the Rutland (Georgia) Center, a demonstration facility for the treatment of emotional disturbance in approximately 267 children between 2 and 14 years of age annually. The program is explained to involve attendance by the child at his local school for part of each day whenever possible and attendance at the Rutland Center for 2 hours a day, 4 days a week; and to also include psychoeducational help to families, technical assistance to local areas, and the training of professionals and volunteers. The therapeutic approach is referred to as Developmental Therapy and is described as a group approach which can be used in a variety of treatment settings by special education teachers and mental health workers. Articles deal describing the program focus on the following topics: 'Rutland Center – A Community Psy-

choeducational Center for Emotionally Disturbed Children', 'The Rutland Center Evaluation System', 'Referral and Intake Procedures', 'Developmental Therapy', 'Implementing the Treatment Model', 'Field Services and Community Liaison', 'Services to Parents', and 'The Georgia Psychoeducational Center Network'. (DB)

ABSTRACT 1486

EC 06 1486 ED 089 518
Publ. Date 15 Jan 72 48p.
Spilker, George
The Engineered Adjustment Classroom.
Papillion Public Schools, Neb.
Bureau of Elemntary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS mf,hc
For Related Information See EC 061484 and EC 061485.

Descriptors: exceptional child education; emotionally disturbed; program descriptions; curriculum; behavior change; elementary school students; operant conditioning; reinforcement; summer programs; parent role; Title III, Nebraska

Described are the curriculum, behavioral modification program, summer activities, and parent involvement in the Papillion (Nebraska) Title III elementary level 'engineered classroom' program for emotionally disturbed students. Noted is program initiation after parents and teachers became upset over poor academic progress and behaviors of an increasing number of children. Development of such a program is said to involve analysis, staff dedication, high cost, a low student-staff ratio, lengthy inservice teacher training, and parental cooperation. The curriculum is discussed in relation to individualization in reading (using aids such as programed reading, phonics, and games) and mathematics (using aids such as Continental Press materials and drills). Behavioral modification is seen to comprise observation, selection of strategies, use of positive and negative reinforcement, and intervention procedures ranging from a shortened assignment through change of media (such as writing with a crayon), to removal of the child from school. Focused on is the summer program designed to maintain the structured environment and provide activities such as math games, reading games and field trips without academic pressure. Given as an example of approaches used to interest summer students is an animal unit which included activities in the following areas: poetry, music books, art, math, reading, and science. Noted is a science activity which requires a student to observe worms and act like a worm. Among approaches to parent education cited are a weekly phone conference, group parent sessions, and five parent teacher conferences per year. The following are among included forms: a child referral form, a classroom schedule, behavior rating scales, a teacher conference report, and a parent questionnaire. (MC)

ABSTRACT 1487

EC 06 1487 ED 089 519
Publ. Date 31p.
Beck, Ray
Behavior Modification of Emotionally Disturbed Youth, Final Report on Educational Adjustment Classes.
Great Falls Public Schools, Mont.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS mf,hc

Descriptors: exceptional child education; behavior problems; program descriptions; behavior change; special classes; emotionally disturbed; childhood; adolescents; operant conditioning; diagnostic teaching; Title III

Presented is the final report of a 3-year Title III program which provided approximately 50 emotionally disturbed children (6- to 14-years-old) with special classes (40 pupils per class) utilizing behavior modification techniques and precision teaching. Explained are the project purpose of providing an instructional setting for children totally unable to function within the regular class, the project goal of returning the children to the regular class, and the project emphasis on the development of appropriate social and academic behaviors. Student selection is said to have been based on criteria such as average or above intelligence and a willingness by the parents for involvement in the program. Described are the project procedures including establishment of a baseline of social and academic behaviors, development of a plan sheet by the teacher (a sample is given), procedures of recording and charting target behaviors, classroom arrangement based on areas of high and low probability activities, and specific teaching strategies such as accentuating the positive and having students share decisions and credit. Among project outcomes reported are the expansion of the program to a class of 10 primary age mentally retarded students with severe behavioral problems, cessation of behavior control medication for all project children, return of 50% of students to the regular classroom, development of a parent program to instruct parents in techniques of behavior modification, inservice training for local teachers and administrators, and continuation of the program through local funding. Outlined are guidelines for precision teaching such as pinpointing the behavior. (DB)

ABSTRACT 1558

EC 06 1558 ED N.A.
Publ. Date Win 74 11p.
Saunders, Bruce T.
Diagnostic-Prescriptive Educational Programming in a Multi-Modal Residential Treatment Center.
Devereux Forum; V9 N1 P27-37 Win 1974

Descriptors: exceptional child education; emotionally disturbed; learning disabilities; multiply handicapped; residential schools; residential programs; therapeutic environment; behavior change; operant conditioning; records (forms); individualized instruction; Token Economy

Described is the educational program of Waterford Country School, a residential treatment center in Connecticut for emotionally disturbed, learning disabled, and multiply handicapped children and adolescents. It is explained that, though a variety of treatment modalities are used, behavior modification is a central program principle. Described are periodic review and planning conferences for all concerned (including the child) and educational placement based on achievement levels. The theoretical basis of the program is seen to include modification of the curriculum more than diagnosis of the child. Application of a token economy is said to encourage appropriate behavior and academic achievement. Described are the diagnostic-prescriptive profile used and calculation of the Educational Efficiency Quotient. Application of the profile and programming methods are illustrated in the case of a 9-year-old emotionally disturbed girl. (DB)

ABSTRACT 1689

EC 06 1689 ED N.A.
Publ. Date Jul 72 10p.
Bower, Eli M.
K.I.S.S. and Kids: A Mandate for Prevention.
American Journal of Orthopsychiatry; V42 N4 P556-65 Jul 1972

Descriptors: exceptional child education; emotionally disturbed; program descriptions; training techniques; behavior problems; secondary school students; counseling; peer relationship; evaluation; Peer Counseling

Described is development and content of the Peer Counseling Program which trained 175 students to help other students with personal problems or situational stress in the Palo Alto (California) secondary schools. Noted are parental concerns, increased responsibility of schools for youth problems such as drug abuse, burdens of school counselors, and concern of students that motivated initiation of the program. Discussed are student support through a questionnaire, a pilot program under auspices of a mental health/university team, planning activities, and recruitment. Training is explained to have involved small groups in weekly sessions, a Life Career game (to demonstrate counseling problems), and a subsequent 10-week program comprised of curriculum aspects such as understanding of people (listening and observing), topics relevant to peer counseling (academic motivation and family problems), and strategies and practicum experience (counseling sixth graders). Evaluation is described in relation to suggestions by participants, enthusiasm of supervisors, and outside requests for use of the peer counselors. Noted is ongoing development of criteria and rating measures for evaluation. (Author/MC)

ABSTRACT 2110

EC 06 2110 ED N.A.
Publ. Date Sum 74 8p.
Buescher, Thomas M.
The Madison Plan: A Model for Residential Treatment Education.
Academic Therapy; V9 N6 p433-40 Sum 1974

Descriptors: exceptional child education; emotionally disturbed; residential programs; program descriptions; learning disabilities; adolescents; males; resource centers; sequential learning; Madison Plan; Hewett (Frank)

Described is an application of Dr. Frank Hewett's Madison plan to the residential treatment of adolescent emotionally disturbed boys with learning related problems. Described is the development of the plan from a summer program and late afternoon tutorial to establishment of a Modified Learning Center functioning around Hewett's four developmental stages: Pre-Academic I (when overt behaviors are changed to facilitate learning), Pre-Academic II (when intensive remedial remediation in specific subject areas is provided), Academic I (when small group or individual instruction is used to support work in the regular classroom), and Academic II (when the boy was able to function in the regular public school classroom without special services). Benefits of the Modified Learning Center plan are seen to have included preventing school problems and avoiding longterm special class placements. (DB)

ABSTRACT 2597

EC 06 2597 ED 094 542
Publ. Date 73 200p.
Hops, Hyman and Others
CORBEH Class Program for Acting-Out Children: Contingencies for Learning Academic and Social Skills. First Edition.
Oregon Univ., Eugene. Center at Oregon for Research in the Behavioral Education of the Handicapped.
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; aggression; primary grades; behavior change; inservice education; emotionally disturbed; consultation programs; program descriptions; consultants; reinforcement; class management

The manual describes specific procedures by which an educational consultant can train classroom teachers and other social agents how to increase the social and academic performance of acting out children in first and second grades. The intervention procedures are said to require 30 days for implementation and to train teachers to regulate their attention so as to reinforce desired behaviors. The first section of the manual covers such tasks as initial identification and referral, presenting the program, securing child and parental consent, signing contracts, and recording observational data. Section two provides exact instructions to be used in implementing the program and descriptions of the procedures to be used in each day of the program. For example, on the second day the consultant is instructed to check the program summary chart, coordinate program design with the teacher, explain what the students must do to earn points, have the child select a reward for the session, proceed with rewards immediately after the period, monitor class behavior to insure that the student is being reinforced by the activity and his peers while the class is participating in the group reward, and contact parents after school. In section three, common implementation problems and possible solutions are considered. Appendixes contain forms required for program implementation. (GW)

ABSTRACT 2830

EC 06 2830 ED N.A.
Publ. Date 74 282p.
Murphy, Lois Barclay
Growing Up in Garden Court.
Child Welfare League of America, Inc., 67 Irving Place, New York, New York 10003 ($4.95).

Descriptors: exceptional child education; emotionally disturbed; residential programs; program descriptions; hospitalized children; educational programs; child care; case studies; group living; institutionalized (persons)

On the basis of 2 years of interviews and observation, the author describes the staff, the children and the program of one unit (Garden Court) in the Children's Hospital Division at the Menninger Clinic, Kansas. Explained are the reasons for emotional disturbance in children and the hospital's combined approach of individual therapy, group care, educational programs, and individualized round-the clock care. Children's needs are explored, including needs for relationships, for appealing foods, for varied activities, and for responsibility, structure, and guidance. The characteristics, selection, training and functioning of child care workers at Garden Court are discussed. The case study of an 11-year-old girl at Garden Court is presented as it was compiled from interviews with her parents, psychiatric evaluation, and reports by child care workers and teachers. Included are entries from logs kept by child care workers which discuss weekend and school day schedules, parties, and special events such as camping outings. Examples are recounted to illustrate ways in which therapists and child care workers foster communication and the development of inner controls by each child (such as setting limits and establishing structures for maintaining control). Other aspects of the program which are examined in detail include: efforts to help children with anxieties and questions related to puberty; learning to plan through group meetings; the educational program; group experiences; and communication among the staff. The case study of a 16-year-old girl who spent three 3 years in Garden Court full-time and 4 years there as a day student is included. (GW)

ABSTRACT 2859

EC 06 2859 ED N.A.
Publ. Date 74 144p.
Bullock, Lyndal M., and Others
A Modular Learning Approach to Accompany Educational Aspects of Behavioral Problems in Children and Youth.
MSS Information Corporation, 655 Madison Avenue, New York, New York 10021 ($3.75).

Descriptors: exceptional child education; emotionally disturbed; behavior problems; delinquents; teacher education; inservice education; instructional materials; course objectives; behavior patterns; child development; social services; theories; intervention; classification; incidence; academic achievement; social adjustment; identification; placement; student placement; educational programs; models; class management

A modular approach to learning about behavioral problems in children and youth is presented which is intended to be used for inservice training or in university or college courses. The module prospectus offers suggestions for utilizing the module, competency goal statements, a flow chart, and progress records for the learner. Thirteen units are provided which incorporate an introductory explanation, an instructional unit specifying the instructional goal and materials to be consulted, and assessment procedures. The units address the following issues: developmental stages of children; ways of viewing behavioral problems and their implications for intervention strategies; the development of services for behaviorally disordered (BD) children; defining behavioral disorders; classifying behavioral problems: incidence estimates in the school-aged population; social and academic characteristics of BD children; screening and identification of the BD; juvenile offenders; referral and placement; prototype programs and educational strategies designed for the BD; considerations for managing behavior; and application of the behavior modification observation system. Additional books, journals and films are identified for enrichment activities after each unit. (For related documents see EC 062857 and EC 062858.) (GW)

ABSTRACT 485

EC 07 0485 ED 098 763
Publ. Date 73 53p.
Pilot Educational Program for Mentally Disordered Minors 1972-1973: End of the Budget Period Report; E.S.E.A. Title III.
Santa Cruz County Office of Education, Calif.
Office of Education(DHEW), Washington, D.C.
EDRS mf,hc

Descriptors: exceptional child education; autism; elementary education; remedial programs; demonstration projects; student placement; emotionally disturbed; individualized instruction; student evaluation; program descriptions; public schools;

The report describes a 3-year, ongoing pilot project designed to devise a remedial educational program for 10 autistic elementary school children (5-to 12-years-old) that would prepare some

students for subsequent entry into regular or special education public school classes. Described is a typical daily schedule emphasizing individual intervention in the areas of language and small muscle development, movement exploration, development of social skills, literature, and speech therapy. Normative and criterion testing to measure changes in pupil functioning and behavior is explained, with gains reported in intelligence, social functioning, and behavioral characteristics. Project objectives which were met are cited, such as the entry of 20% of the pupils into public school classes and the enrollment of an additional 20% in transition programs. (LH)

ABSTRACT 876

EC 07 0876 ED 100 099
Publ. Date Aug 71 354p.
Brown, Lou, Ed., and Others
The Development and Implementation of a Public School Prevocational Training Program for Trainable Retarded and Severely Emotionally Disturbed Children. Progress Report.
Madison Public Schools, Wis. Dept. of Specialized Educational Services.
Wisconsin State Dept. of Public Instruction, Madison.
Wisconsin Alumni Research Foundation, Madison. SN Wisconsin Univ., Madison. Wisconsin Alumni Research Foundation.

EDRS mf,hc

Descriptors: trainable mentally handicapped; emotionally disturbed; teaching guides; prevocational education; daily living skills; exceptional child education; mentally handicapped; academic ability; reading; mathematics; language instruction; behavioral objectives; task analysis;

Reported are instructional programs generated in the first year (1970-71) of a Madison, Wisconsin public school project to develop a prevocational training program for trainable retarded and severely emotionally disturbed students. It is explained that programs are based on a behavioristic task analysis teaching model and are designed to teach functional vocational, home living, and academic skills. The section on vocational skills contains guidelines (including behavioral objectives, instructions to use with students, and student evaluation forms) for teaching 10 work tasks (such as catalog collating, labeling and addressing, and wire sorting). Five studies reported on the development of prevocational behaviors include titles such as 'Increasing Individual and Assembly Line Production Rates of Retarded Students.' Provided in the section on home living skills are step-by-step guidelines for teaching cooking (including vocabulary lists and approximately 40 simplified recipes); housekeeping skills (such as dish washing); and laundry skills. The section on academic skills consists of 12 papers on teaching reading, arithmetic, and language and includes such titles as 'Teaching a Trainable Level Student Basic Sight Vocabulary.' Briefly discussed are future plans to develop areas such as leisure skills, social behavior, and community orientation. (LS)

ABSTRACT 1274

EC 07 1274 ED N. A.
Publ. Date 74 8p.
Cowen, Emory L. and Others
Geometric Expansion of Helping Services.
Journal of School Psychology; V12 N4 P288-95 74

Descriptors: exceptional child research; emotionally disturbed; socially maladjusted; learning difficulties; kindergarten; primary grades; mental health; program descriptions; delivery systems; nonprofessional personnel; cost effectiveness;

Examined were the 3-year service-utilization patterns of the Primary Mental Health Project (PMHP), an innovative mental health program that used nonprofessional aides to help maladapting primary graders in 16 urban and suburban schools. Data were collected on the percentage of children seen and the type and frequency of contacts. Results included findings that PMHP brought intensive help to 11% of the primary graders in participating schools (or approximately one-third of students estimated to have school adaptation problems); and that, with relatively small cost increments, the PMHP model delivered approximately 10 times more service than traditional delivery systems. (LH)

ABSTRACT 1434

EC 07 1434 ED N. A.
Publ. Date 74 104p.
Educational Options Beyond the Special Class for Emotionally Handicapped Children: A Special Study Institute Proceedings.
Board of Cooperative Educational Services, Second Supervisory District, Monroe County, 407 South Union Street, Spencerport, New York 14559
The University of the State of New York, the State Education Department, Division for Handicapped Children, Section for Emotionally Disturbed Children, Albany, New York

Descriptors: exceptional child education; emotionally disturbed; resource centers; student placement; regular class placement; open education; conference reports; educational trends; teacher education; perceptual development; reading; educational alternatives;

Presented are the proceedings of a special study institute on educational options beyond the special class for emotionally handicapped children. Included are the conference agenda and papers on the following topics: trends in special education and student placement, the consulting teacher program at the University of Vermont, open education, experiences in a rural school, work study programs, non-text approaches to learning, the adjunct learning center, a perceptual approach to reading, inservice training of adjunct teachers, and future directions of special education. (DB)

ABSTRACT 2317

EC 07 2317 ED 105 690
Publ. Date 74 28p.
Utilizing Volunteers for Children with Behavioral Disabilities.
Ohio State Dept. of Education, Columbus.
EDRS mf; hc

Descriptors: behavior problems; volunteers; community role; exceptional child education; emotionally disturbed; tutoring; administration; Ohio;

Described is Ohio's use of community volunteers in the education of behaviorally disordered children and suggested are guidelines for the organization and development of similar programs. Advantages of such an approach are seen to include adaptability and lack of expense. Elements (including volunteer recruitment and child selection) of the Ohio program are reviewed. Guidelines for management planning, objectives and evaluation are offered for interested school systems. Considered are such problem areas as school releases and confidentiality. Suggested are training activities for volunteers, and provided are three examples of volunteer activities and record sheets. (CL)

ABSTRACT 2454

EC 07 2454 ED 107012
Publ. Date 74 476p.
U.S. Facilities and Programs for Children with Severe Mental Illnesses. A Directory.
National Society for Autistic Children, Syracuse, N. Y.
National Inst. of Mental Health (DHEW), Rockville, Md. Alcohol, Drug Abuse, and Mental Health Administration
EDRS mf;hc

Descriptors: emotionally disturbed; autism; schizophrenia; directories; program descriptions; exceptional child education; National Society for Autistic Children;

The directory provides information on approximately 425 service programs for children with severe mental illnesses including autism and schizophrenia. Programs are listed alphabetically by name within state groupings. Usually provided are name, address, telephone number, name of director, and information on whether the program is day or residential, length of time program has existed, enrollment capacity, fees, physical description, admission criteria, staff, and program characteristics. Provided is an alphabetical index of all facilities with information on ages served, whether day or residential, and whether public school, summer, or recreational. Also included is the questionnaire used to survey facilities, and listings of chapters of the National Society for Autistic Children, international societies and representatives for autistic children, other directories, and legal service agencies. (DB)

ABSTRACT 2516

EC 07 2516 ED N. A.
Publ. Date 75 500p.
Dupont, Henry, Ed.

Educating Emotionally Disturbed Children: Readings. Second Edition.
Holt, Rinehart and Winston, Inc., 450 Allwood Road, Clifton, New Jersey 07012

Descriptors: exceptional child education; emotionally disturbed; special education; resource centers; special classes; regular class placement; identification; educational diagnosis; child care; class management; behavior change; curriculum; educational programs; models; labeling (of persons);

Collected are 44 papers (number is indicated in parentheses) on the education of emotionally disturbed (ED) children which focus on the following subject areas: the status of special education (two); identification, classification, diagnosis, and planning (five); the regular classroom (five); the resource room (four); the special class (four); re-education and day care (five); managing and modifying classroom and academic behavior (six); curriculum (nine); and educational models employing behavior modification, cognitive-developmental, humanistic and ecological perspectives (four). Topics such as the following receive specific attention: new educational policies for the handicapped (F. Weintraub et al.), coping with school adaptation problems (E. Cowen), the effect of the ED child in the public school classroom (B. Saunders), the modification of problem behavior and academic achievement in a resource room (H. Quay et al.) and long term effects of special class intervention for ED children (N. Vace). Other papers address such topics as the following: a pattern of residential treatment for ED children (W. Lewis), structuring academic tasks for ED boys (P. Gallagher), remedial reading for the ED child (P. Berkowitz et al.), and open education for ED children (P. Knoblock). (GW)

ABSTRACT 3076

EC 07 3076 ED 108421
Publ. Date 74 120p.
Seely, Trudy; And Others
Behavior Disorders Program Design.
Douglas County School System, Douglasville, Ga.
Office of Education (DHEW), Washington, D. C.
EDRS mf;hc

Descriptors: behavior problems; program descriptions; resource centers; exceptional child education; emotionally disturbed; elementary education; secondary education; school districts; parent education; instructional materials; regular class placement; staff role; student evaluation; records (forms); public schools;

Described is a Georgia county school system's program which began in 1972 for behaviorally disordered children (kindergarten through high school). Opening chapters include a rationale for the program, a definition of behavior disorders, and a list of program objectives such as identifying children with behavior disorders and assisting them to function within the mainstream of the public school population. Outlined are the roles of persons involved in the program (such as the program coordinator) and the steps in the student help process (from referral to placement). A discussion of the resource room approach used in the elementary and middle schools focuses on a rationale, room description, and specifics of scheduling and programming. An explanation of the high school program includes lists of goals (such as crisis intervention), of program alternatives (such as group counseling), and of planned program changes. Program and student evaluation methods and parent education programs (such as a family enrichment program) are described. Considered are the types of inservice training sessions, and services provided severely emotionally disturbed children by the Psycho-Educational Center. Appendixes include a glossary, referral, and evaluation forms, 27 materials useful for a behavioral disorders resource room, and a bibliography on behavior disorders and related areas. (LS)

ABSTRACT 3436

EC 07 3436 ED 112531
Publ. Date Sep 74 243p.
Painter, Marylyn
The Santa Cruz Eleven: A Comprehensive Plan for the Education of Autistic and Seriously Emotionally Disturbed Children.
Santa Cruz County Board of Education, California.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc

Descriptors: autism; emotionally disturbed; demonstration projects; program descriptions; exceptional child education; childhood; early childhood; equal education; diagnosis; definitions; student evaluation; program evaluation; regular class placement; staff improvement; financial support; California (Santa Cruz);

Reported are the results of the 3 year Santa Cruz pilot project involving 11 disturbed children (4 to 12 years old) to determine if autistic and severely emotionally disturbed (SED) children could benefit from a public school program. A program description and recommendations for implementation are presented in ten chapters having the following titles: 'Pleading the Fourteenth for the Autistic and Seriously Emotionally Disturbed' (legislation and special education); 'Diagnosis and Definitions: Who are the Autistic and Seriously Emotionally Disturbed?'; 'The Santa Cruz Program-A Description'; 'The Santa Cruz Behavioral Characteristics Progression Chart' (a tool for assessing the development of a handicapped pupil); 'Transition: The Big Adventure' (integration of children into a regular class program); 'Evaluation: How Effective Was the Santa Cruz Program?'; 'Manpower Planning and Development' (putting together the program staff); 'The Classification System: Where Do the Autistic- SED Fit?'; 'Delegation of Responsibility: The Local Comprehensive Plan' (preparing a detailed report of programs and services provided); and 'A Financial Model for Special Education Funding.' Results are seen to provide evidence that public school education is feasible for autistic and SED children. Appendixes are included such as a comparison of terms used by three classification systems for individuals with exceptional needs. (SB)

ABSTRACT 3610

EC 07 3610 ED N. A.
Publ. Date Sum 75 6p.
Sabatino, David A.; And Others
Educational Practices in Correctional Institutions.
Behavioral Disorders; V1 N1 P21-26

Descriptors: exceptional child education; emotionally disturbed; delinquency; national surveys; educational programs; educational methods; corrective institutions; curriculum; teachers; instructional materials; grouping (instructional purposes); student evaluation;

Reported are the major findings of a national survey of 136 educational directors of correctional institutions having educational programs for juvenile delinquents. Results are given for the following areas (with examples in parentheses): educational and other professional personnel (10% of teachers hold special education certificates); curricular decisions and content (teachers prepare instructional objectives by themselves at 57% of the institutions), teaching materials and activities (the most common mode of curriculum delivery involves consumable textual materials such as workbooks); instructional grouping and evaluation (youths are grouped for educational purposes on the basis of achievement, interests, and/or IQ in most cases); and other instructional programing (74% of the institutions have vocational education programs). Tables are included which provide statistical data. (SB)

ABSTRACT 3746

EC 07 3746 ED 112559
Publ. Date Jan 75 23p.
Weckler, Elaine; Youngberg, Millie
IMPACT: Mainstreaming Learning Problems in the Classroom. Part I: In Classroom. Part II: Dissemination at University.
Berrien County Intermediate School District, Berrien Springs, Mich.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf;hc
Paper Presented at Fifth Southwestern Regional Conference (Phoenix, Arizona, January 1975)

Descriptors: learning disabilities; emotionally disturbed; regular class placement; diagnostic teaching; teacher education; exceptional child education; elementary secondary education; inservice teacher education; higher education; student evaluation; effective teaching; information dissemination; instructional materials; Project IMPACT; Elementary Secondary Education Act Title III;

Described is Project IMPACT (Instructional Model Program for All Children and Teachers), funded under Title III and intended for use by teacher trainees and by regular classroom teachers of

learning disabled or emotionally disturbed students from kindergarten through grade 12. Discussed in an introductory section on classroom applications are efforts by specially trained IMPACT personnel to conduct inservice teacher training workshops in diagnostic/prescriptive methods, and the use of the IMPACT box (which includes materials teachers can administer to assess students' academic, learning, and behavioral skills), followup consultation, and observation within demonstration classrooms. Also presented is information on operating costs and evidence of project effectiveness (including improvement in students' self concepts and attitudes toward learning). Dealt with in Part II are IMPACT dissemination services at the community and university level in terms of workshops for classroom teachers, lectures, use of instructional materials, participation in graduate students' practicum experiences, and consultation for both classroom teachers and teacher trainees at Andrews University in Michigan. (LH)

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